DOCUMENT RESUME

ED 117 212 88 UD 015 597

TITLE	Improvement Through Innovation. Innovative and Exemplary Projects in the Public Schools of Missouri. Title III ESEA.
INSTITUTION	Missouri State Dept. of Education, Jefferson City.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C.
PUB DATE	Oct 75
NOTE	61p.
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	Career Education; Compensatory Education Programs; Counseling Programs; *Demonstration Programs; *Educational Improvement; Educational Innovation; Enrichment Programs; *Federal Programs; Guidance Programs; Instructional Programs; Preschool Programs; *Program Descriptions; Program Guides; Vocational Education
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Missouri

ABSTRACT

Brief descriptions for 45 ESEA Title III projects operating during the 1974-1975 fiscal year are given. Eighteen of these projects have completed their first year of operating with Title III funds. Among these are improving secondary reading, advisement, education by objectives, career education, tapes and techniques for underachievers, early childhood, parent and child enrichment, individualized mathematics, and improved communications. Systematically designed career education, home centered early childhood, learning disability laboratory, individualized instruction for the handicapped, skill training special education students, and complementary instructional motivational programs are among the 15 programs that have completed their second year. Twelve projects have closed out Title III funding and are now totally the responsibility of the local district. These comprise upgrading reading in content areas, drug abuse prevention education, area school vocational guidance, prevention, diagnosis of reading problems, right to read, and early-expanded education for auditorially impaired. Capsule summaries of 14 new projects that began operations in July 1975 are also given. (AM)

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Missouri Pacesetter

Title III E.S.E.A.

October, 1975

UD015597

Title III E.S.E.A.

INNOVATIVE AND EXEMPLARY PROJECTS IN THE PUBLIC SCHOOLS OF MISSOURI

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
PUBLIC LAW 89-10
OCTOBER, 1975

Missouri Department of Elementary and Secondary Education

ARTHUR L. MALLORY, *COMMISSIONER*

The works described in this volume and the cost of its publication were supported by funds from Title III, E.S.E.A.

FOREWORD

For the past decade, Title III, ESEA, has provided impetus for needed change in countless schools across this nation. In Missouri, more than twenty million dollars in at least 119 projects have urged the schools of Missouri to change for the better. And change is apparent; change in entire school systems, change in classrooms, change in individual teachers and students, and there is no sign of abatement.

This publication reflects the last year of that decade in Missouri. In it you will find a brief description of each of the 45 projects which operated in partnership with the Department of Elementary and Secondary Education during the 1974-75 school year.

Eighteen of these projects have now completed their first year of operating with Title III funds. Fifteen programs have completed their second year and twelve projects have closed out Title III funding and are now totally the responsibility of the local district. On July 1, 1975, fourteen new projects began operations and the cycle continues unbroken.

A school district having definite educational needs and applicable ideas should establish change. But every district should retain those programs which have "stood the test of time" and are still serving well.

We sincerely hope that this publication can be of aid to all persons who have an interest in some of the new facets of Missouri education.

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C. B. Miller Shoe Company
Columbia, Mo. 65201

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Hannibal School District
4650 McMasters Avenue
Hannibal, Mo. 63401

Mr. Reed G. Espy, Supt.
Nixa School District
Nixa, Mo. 65714

Dr. John L. Ferguson
Professor of Education
6 Hill Hall
University of Missouri
Columbia, Mo. 65201

Dr. Howard W. Heding
Professor of Education
204 Hill Hall
University of Missouri
Columbia, Mo. 65201

Mr. Charles E. House
1603 Grandview
Cape Girardeau, Mo. 63701

Mr. Bobby Kelley, Supt.
N. Nodaway School District
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Mr. Perry Kirkpatrick
Director of Secondary Educ.
Kansas City School District
1211 McGee Street
Kansas City, Mo. 64106

Mr. Harold Leimer
Lutheran Schools
Missouri Synod
3558 S. Jefferson Ave.
St. Louis, Mo. 63118

Ms. Nancy Polette
Elem. Library Supervisor
Pattonville School District
115 Harding Avenue
Maryland Heights, Mo. 63043

Mrs. Sally Lindemood
Belton School District
204 Main Street
Belton, Mo. 64012

Sister Bernadette McManigal
Kansas City Diocesan Schools
Box 1037
Kansas City, Mo. 64141

Mrs. Lorine Miner
Asst. Professor of Education
Missouri Southern College
Newman & Duquesne Roads
Joplin, Mo. 64801

Dr. Gerald Moeller
Asst. Superintendent
St. Louis School District
1517 South Theresa Ave.
St. Louis, Mo. 63104

Msgr. Gerard Poelker, Pastor
St. Clements Parish
Route 3
Bowling Green, Mo. 63334

Mr. Leonard Pryor
District Art Coordinator
Kansas City School District
1211 McGee Street
Kansas City, Mo. 64106

Mr. Jon Putnam
Kirksville School District
401 East McPherson
Kirksville, Mo. 63501

Mr. Gary Reed
W. Plains School District
West Plains, Mo. 65775

Mrs. Edna Ricks
1517 South Theresa Ave.
St. Louis, Mo. 63104

Mr. Oral Spurgeon, Supt.
Special School District
12110 Clayton Road
Town & Country, Mo. 63131

Projects Completing Third Year of Operations

"I have but one lamp by which my feet are guided, and that is the lamp of experience."

Patrick Henry

UPGRADING READING IN CONTENT AREAS

The purpose of the project is to reduce the number of students in grades 9-12 who are reading at the frustration level, as measured by the Cloze Test. It is hoped to accomplish this purpose by having teachers incorporate instruction in reading as a regular part of their courses in English, social studies, and science.

Workshops are held each summer where consultants work with the teachers to help them understand the teaching of reading and to plan for the coming year. The teachers also work together in their department groups constructing games, tests, and puzzles which teach the vocabulary of the academic area.

By building the vocabulary as it relates to the subject, by building such skills as categorizing, drawing conclusions, evaluating fact from opinion, skimming, making inferences, and differentiating

cause from effect, improvement in the student's comprehension of what he reads in the subject area is expected.

This project has been expanded at local expense to include the junior high school teachers and students.

For Further Information Contact:

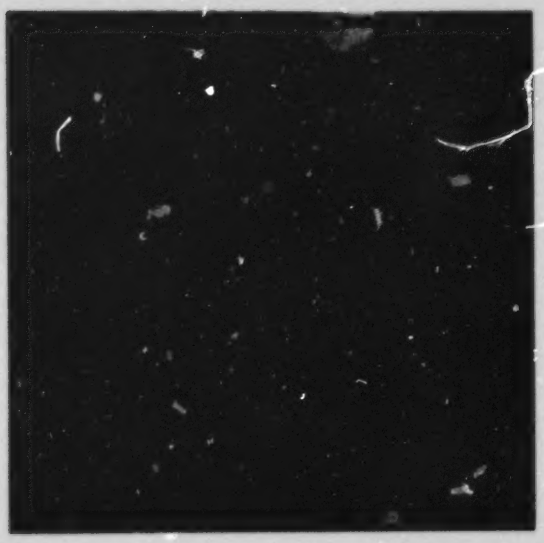
Mr. D. W. Schaeffer
Secondary Curriculum Coordinator
Brentwood High School
2221 High School Drive
Brentwood, Missouri 63144

PROJECT NUMBER	35-72-02-2
3rd YEAR BUDGET	$7,049.00
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9-12

DRUG ABUSE PREVENTION EDUCATION

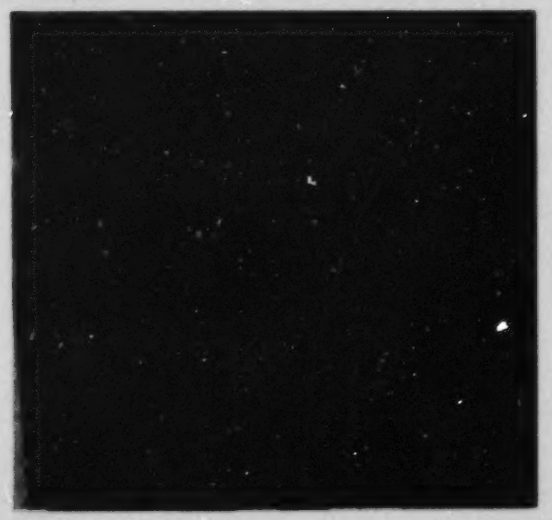
The goal of this project is to develop a comprehensive program of education in the prevention of drug abuse.

The emphasis is on education: for staff, for students, for parents, and for interested citizens.



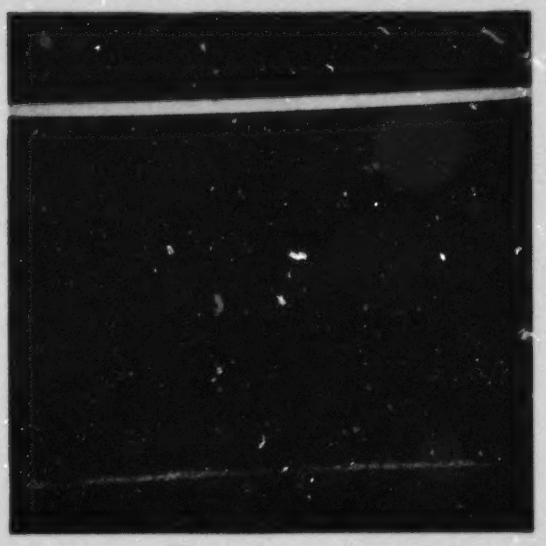
Valuing, values, self appreciation, and individual worth are all taught as aids to help students avoid the plague of drug abuse.

The secondary curriculum, developed by the project staff, has been selected as the 1974-75 modelcurriculum guide for Drug Abuse Prevention Education by the National Association of Secondary School Principals.



This third year alone has seen 40 hours of in-service workshops for faculty and staff, 20 hours of workshops for parents and other citizens, and the establishment of a drug abuse curriculum library.

Project staff have written a drug abuse policy handbook that has been adopted by the local board of education and a handbook for parents distributed to 1809 parents in the school district.



PROJECT NUMBER	35-72-03-2
2nd YEAR BUDGET	$20,669.46
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-12

For Further Information Contact:

Mr. Jerry L. Owen, Director
DeSoto Senior High School
DeSoto, Missouri 62010

AREA SCHOOL VOCATIONAL GUIDANCE

This project is entitled "Area School Vocational Guidance" and encompasses Career Education, Job Orientation, and placement Activities. The program was conceived and operated in conjunction with the opening of the new Current River Area Vocational School in the fall of 1972.

The thrust of the program is: (1) to orient teachers and students toward placing more interest in classroom activities which would better introduce the students to available jobs and "The World of Work," (2) to make school work meaningful to vocationally inclined students in order to increase school interest and decrease the dropout rate, and (3) to make learned skills pay off by assisting trained students enter the working world by all available placement activities.

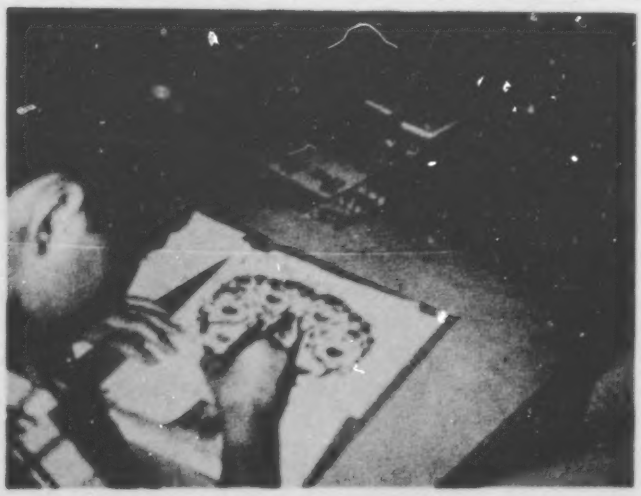
The work is accomplished by instruction, workshops, lesson planning, counseling contacts with employers, and integrated programs toward bridging the gap between the school and the wide world of work.

For Further Information Contact:

Mr. Paul E. Ripley
Administrative Assistant
Doniphan R-I School
Doniphan, Missouri 63935

PROJECT NUMBER	35-72-04-2
3rd YEAR BUDGET	$21,106.99
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9-12

PREVENTION, DIAGNOSIS OF READING PROBLEMS



The philosophy that any child can learn to read to a capacity commensurate with his ability and that any teacher can be taught to aid the accomplishment of this task is the basis for this project. The focus of the program is, primarily, on the kindergarten and/or first grade child who evidences a problem that will interfere with reading skill development or who has not progressed along the developmental continuum to that point where he is ready and can be successful in formal reading instruction. Through in-service sessions oriented toward development of teacher ability to diagnose and implement corrective and/or developmental techniques in eleven skill areas, this goal will be achieved.

The project has two main objectives, increase of teacher ability to recognize, diagnose, and correct those developmental problems that enable a student to learn to read, and/or the development of the modes with which students learn or the correction of behaviors that are a deterrent to that learning.

A test manual has been developed for the purpose of identifying target students. In workshop session teachers make manipulative aids for use in the classroom, discuss problem children, and exchange practical ideas. A "resource teacher" is scheduled into each teacher's classroom to aid that teacher in diagnosis, implementation of developmental/corrective techniques, and in evaluation of student reaction and growth.

This project received national validation in April, 1975.

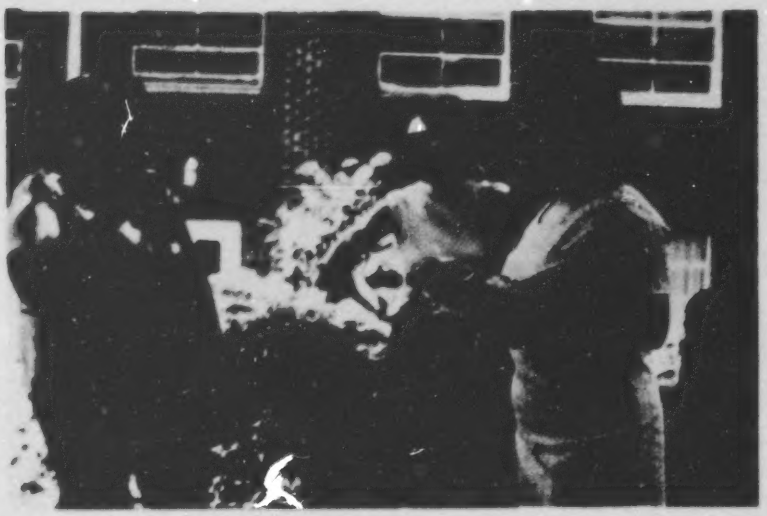
PROJECT NUMBER	35-72-05-2
3rd YEAR BUDGET	$26,310.00
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-1

For Further Information Contact:

Mrs. Norrene Farley
1231 South Windsor
Independence, Missouri 64055

MISSOURI ENVIRONMENTAL STUDIES APPROACH

This program serves the northeast region of Missouri and twenty-one school districts specifically. Each summer three intensive four week workshops are held with thirty teachers from participating schools in attendance at each.



This project uses the materials of the Environmental Studies Project of the American Geological Institute and operates on two premises: (1) every person is in an environment and (2) each person can learn from this environment. In this program three environments are considered: the inner environment of the person, the immediate environment in which the person finds himself, and the global environment.

During the school year the in-service phase is prominent and teachers are aided to carry on the program in their own classroom.

By the present time there is a nucleus of trained teachers in each of the participating schools. Teachers trained in the philosophy and the techniques of environmental studies. These nuclei can support each other and grow so that the environment remains important in every curriculum of each and every one of the participating schools.

For Further Information Contact:

Dr. Dean A. Rosebery, Director
Missouri Environmental Studies Approach
Northeast Missouri State University
Kirksville, Missouri 63501

PROJECT NUMBER	35-72-06-2
3rd YEAR BUDGET	$83,208.26
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

LET'S GET READY FOR KINDERGARTEN

This project is directed toward pre-kindergarten children with determined base skill deficiencies. The program is a parent intervention project and all instruction for the children issues from the parents. The project utilizes a locally developed instrument, "Let's Go To School," to identify children with skill deficiencies at the time of kindergarten registration. The parents are then notified that their children may profit from a planned instructional program and they are invited to attend a series of parent workshops in which they are given specifically designed learning packets and other valuable assistance so that they can work with their own children. The program is designed for six two-hour workshops and there are 52 learning packets developed for program use.

Analysis of pre and post test data for 638 pre-kindergarten children whose parents participated in the project show conclusively that test score gains were statistically significant. Data also shows that in most cases the magnitude of the increase was positively related to the number of workshops the parents attended. This project received national validation in April, 1975.

PROJECT NUMBER	35-72-07-2
3rd YEAR BUDGET	$65,022.84
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool

For Further Information Contact:

Mrs. Gladine Liner, Director
Let's Get Ready for Kindergarten
5140 Patterson Road
St. Louis, Mo. 63125

INTERMEDIATE GRADES ACCELERATED READING PROGRAM

Innovative teaching methods and multi-media materials designed to challenge the more capable student (no remedial or educationally mentally retarded students are included in this project) characterizes this reading program. Emphasis is placed on improving reading in four areas: 1) basic skills, 2) critical and analytical skills, 3) organizational and investigative skills, and 4) the broadening of the student's reading interest.

Basic skills are taught in a reading lab equipped with reading machines, listening stations, skill-building kits, and programmed materials. Units of instruction are prescribed for particular deficiencies on an individual basis according to need.

Critical and analytical skills are taught in small groups where students become personally involved in activities that make reading a more significant and self-fulfilling experience. The following materials are used:- paperback novels, newspapers, literature books with films, filmstrips, records, tapes and transparencies.

Broadening the child's interest is accomplished by selective teaching of paperback novels. Students meet in small groups with an instructor to share the books they read. Peer-group opinions may lead students to read books they might not choose otherwise. The program capitalizes on the impact of television by supplying novels that are of current interest. Field trips, plays, pantomime, role playing, dances and songs enhance reading units.

Students in an intensive course are taught the investigative and organizational skills that facilitate learning in the content areas. These skills are outlining, summarizing, organizing ideas, taking notes, finding main ideas, and learning to use reference materials.

This project was given national dissemination by the National Right to Read Council.

This project received national validation in April 1975.

PROJECT NUMBER	35-72-08-2
3rd YEAR BUDGET	$37,799.75
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	5-7

For Further Information Contact:

Mrs. Villa Ann Glenn, Director
Accelerated Reading Program
Nixa, Missouri 65714

RIGHT TO READ READING CLINIC

This clinic is a specialized diagnostic, remediation and in-service program. It is designed to strengthen the total reading program of district elementary schools. It functions in cooperation with all reading area workers in the district.

The clinic's goals are:

1. Cooperation with principals, specialists, counselors, and teachers in the screening of students.
2. Providing intensive diagnosis for students screened, including tests, interviews, staffings, case studies, and follow-ups.
3. Providing individual remedial instruction in clinic and/or school.
4. Providing counseling services for parents and children in cooperation with the clinicians, teachers, and other personnel.

5. Providing diagnostic and instructional techniques to teachers through in-service instruction in the clinic or in the school. This instruction includes clinic observations, workshops and teacher conferences.

An important part of the clinic's function is the in-service instruction of classroom teachers. A two-level in-service program has been developed and initiated. Teachers take part in programs dealing with the identification of the disabled reader, administration of a test battery and techniques for dealing with specific reading problems.

The second level of the program takes place in the clinic. Participants apply diagnostic techniques, learned during the first phase of in-service to current cases. Each teacher: 1) takes part in the diagnostic process; and 2) formulates an instructional plan; and 3) cooperates in developing a case study.

PROJECT NUMBER	35-72-09-2
3rd YEAR BUDGET	$117,601.13
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-6

For Further Information Contact:

Dr. John Borsa, Director
Right to Read Clinic
726 Hanna Road
Ballwin, Missouri 63011

ACCOUNTABILITY FOR EDUCATORS TO STUDENTS

The single objective of the project is to cause an increase in average class scores on the evaluation devices used. This is attempted through the following:

1. Use of teacher aides.
2. A special teacher to help students with learning problems.
3. Voluntary performance contracts that provide financial rewards for teachers and administrators whose groups achieve above average gains.

During the past two years, a significant increase in scores on standardized tests has been achieved while scores at the national level have been decreasing.

The use of teacher aides is difficult to evaluate, however, the effect that it has had on teacher morale gives it a definite plus rating.

The special teacher works with under-achieving students referred by the classroom teachers. During the past two years, the students who received special help gained an average of 2.5 percentile points per year in their problem area compared to an average loss of 3.1 percentile points in the previous year.

Seventy-five percent of the teachers and administrators who signed performance contracts were able to acnieve above average gains in their groups and thus were eligible for additional salary. An article in a national magazine about performance contracting resulted in letters from people in more than 25 states and Canada. Only one letter was not supportive of this type of accountability and requested more information. Many of these were from parents and P.T.A. presidents and expressed the opinion that they felt that it was necessary that educators be held accountable for the performance of their students.

For Further Information Contact:

Mr. Ray Doerhoff, Superintendent
St. Elizabeth Public Schools
St. Elizabeth, Missouri 65075

PROJECT NUMBER	35-72-10-2
3rd YEAR BUDGET	$35,412.00
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

PLAN*

PLAN* is an individualized learning program that lets a student learn at his own rate in several subject areas at the same time. One of the outstanding features of the program is that the entire learning process receives daily guidance from an IBM computer. The computer helps the teacher to plan student instruction, to keep track of student progress by scoring and analyzing tests, and provides day-to-day objectives for learning.

PLAN* has two major goals. The first goal is to provide each child with an individualized Program Of Studies in language arts, mathematics, science and social studies. The teacher modifies the P.O.S. to fit the students' particular needs. The second goal is to involve students in making decisions and assuming responsibility for their own learning.

In a PLAN* classroom there is a great deal of constructive movement and a variety of materials and equipment used. The students learn to operate audio-visual equipment, work with manipulative objects, find and return materials on their own, and work with small groups, partners, large groups, or alone.

For Further Information Contact:

Ms. Geraldine Johnson, Director
Project PLAN*
1517 S. Theresa
St. Louis, Missouri 63104

PROJECT NUMBER	35-72-11-2
3rd YEAR BUDGET	$218,076.66
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-8

EARLY-EXPANDED EDUCATION FOR AUDITORIALLY IMPAIRED

This is designed as an intervention program for deaf and hard-of-hearing boys and girls under the age of five years. The primary goal is to assist preschool aged children with hearing impairments to develop communication skills at an earlier age than was previously possible in a public school setting. This is done through a focus on social-emotional growth, speech and language development, and gross and fine motor development.

The program functions on three different levels: audiological evaluations, parent-infant programs (ages 0-2), and classroom program (ages 3-4).

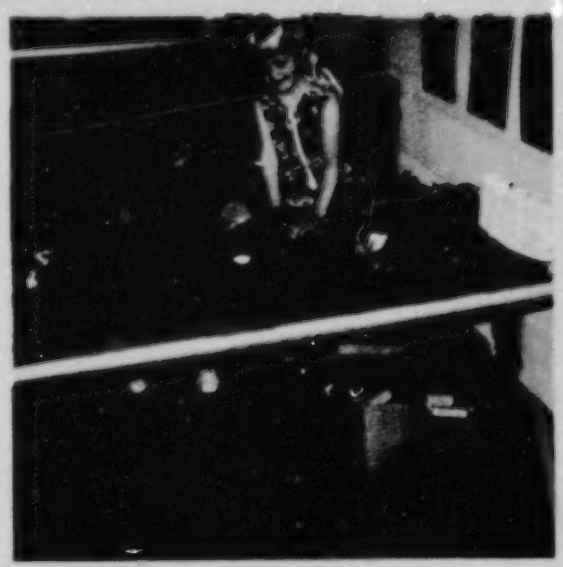
Three-hundred-eighty-one children have received audiological evaluations. Sixty-three of them were referred to the project for in-depth evaluations. Fifty-eight were enrolled in the program with the remaining five being referred to facilities for the multiple-handicapped.

The parent-infant program provides individual parent counseling and guidance twice each month concerning the hearing loss, amplification, child development, speech and language development, and also attempts to help parents overcome the initial shock of having a hearing impaired child and to accept the hearing impaired child for who he is rather than what he is.

The parents of the three and four year olds have participated in group counseling sessions that have been conducted with a focus on the needs of both parent and child. The children have participated in a half-day classroom educational experience.

As a result of intervention, the level at which hearing impaired children are integrated by Special School District into neighborhood schools has been lowered to the kindergarten level for some children.

This program received national validation in April, 1975.



PROJECT NUMBER	35-72-12-2
3rd YEAR BUDGET	$91,906.37
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool

For Further Information Contact:

Mr. Robert L. Huskey, Director
Hearing Impaired Preschool Program
12110 Clayton Road
Town and Country, Missouri 63131

GUIDANCE AND COUNSELING TEAMS

A survey of parents, teachers, and students was conducted in October 1972 and illustrated the need for a change in the guidance and counseling programs in this district. The purpose of this project was to develop new approaches in the guidance program.

Teams have been developed at the elementary and senior high level. Each team consists of an administrator, a counselor, two teachers, and sometimes a social worker and/or student representative.

Each team produced its own objectives, which were aimed at bringing counseling services into the mainstream of student life and needs. In addition, the project grant also put forth several general objectives for all participating teams.

New programs that were developed at the elementary level included:

1. Many preventive programs in the classroom.
2. Work with group as well as individuals.
3. Parent counseling workshops.
4. A testing program to evaluate student needs.

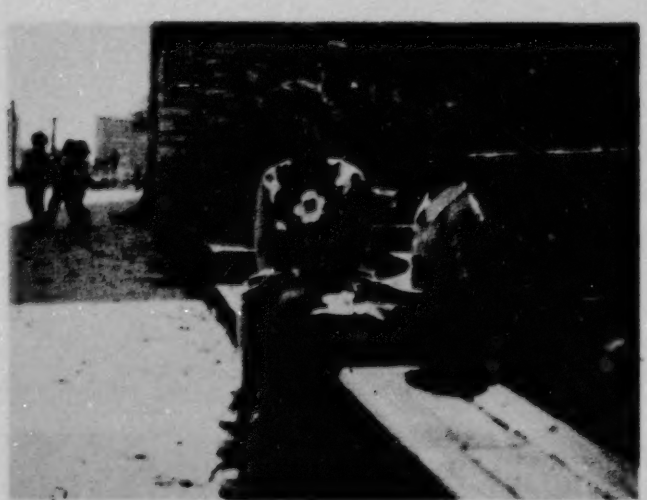
In addition, a forum for teacher input was developed via the team meetings. Through this method, the counseling services could list priorities in terms of individual schools' needs, rather than a general impression of district-wide needs.

The program has had mixed results in terms of success. It has, however, helped counselors, teachers, and administrators evaluate the counseling services and recommend needed changes.

PROJECT NUMBER	35-72-13-2
3rd YEAR BUDGET	$24,249.87
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

For Further Information Contact:

Mrs. Rita Gram, Director
Title III Guidance Project
725 Kingsland Avenue
University City, Missouri 63131



Projects Completing Second Year of Operations

"Learning is ever young, even in old age."

Aeschylus

SYSTEMATICALLY DESIGNED CAREER EDUCATION PROGRAM

This project defines career education as a style of teaching, not a separate area of instruction being taught by a teacher. In-service training for teachers consumes approximately 50% of this project's staff time.

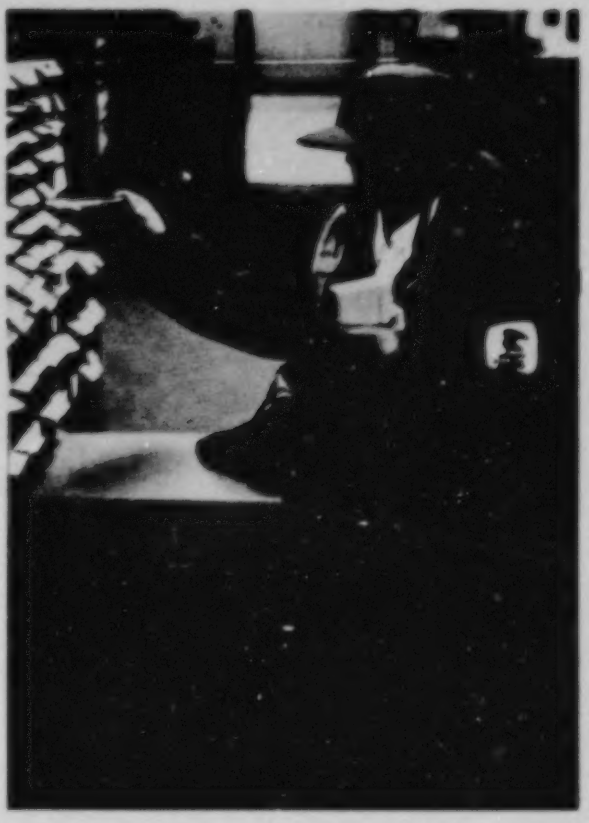
Another major thrust is in resource speakers. More than 200 speakers have appeared in the schools before classes K-12 with a main purpose of putting a "real live human being in front of the students."

Occupational assemblies were held for seniors in the hope of helping to reduce the amount of career indecision. A type of "hands on" interest test was given with paired students giving the test to each other.

A mini-career day was held for students in the 5th and 6th grades. Representatives of the eight most requested careers came and talked to the students and answered numerous questions.

Model communities were developed in two elementary schools with the students helping construct the communities and then role playing the citizens of the community.

With these various activities, students learn not only the technical requirements of the careers but the rewards and the human needs as well.



For Further Information Contact:

Mr. Mark Yehle, Director
Title III Project
1801 West Vesper
Blue Springs, Missouri 64015

PROJECT NUMBER	35-73-01-1
2nd YEAR BUDGET	$56,648.57
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

HOME CENTERED EARLY CHILDHOOD PROGRAM

The home centered Early Childhood Program is designed to work within the home environment of all four year olds in the Clearwater District. The purpose of the program is to aid each child in reaching his full potential during the formative pre-school years.

The most significant aspect of the program is the parent participation in the home teaching activities and the training provided these parents by the project staff. Monthly in-service training programs are held to orientate parents to the objectives of the program, demonstrate materials and techniques, and acquaint the parents with the broad range of activities needed in pre-school education.

An Early Childhood Specialist visits the home of each child once each week. Learning materials and learning packets developed by the project staff are left in the home to be used by the parent and child during the week.

Another interesting aspect of the program is the exceptional interest and involvement of other members of the community. These people have given a tremendous amount of support to the program by providing many worthwhile experiences for the project children.

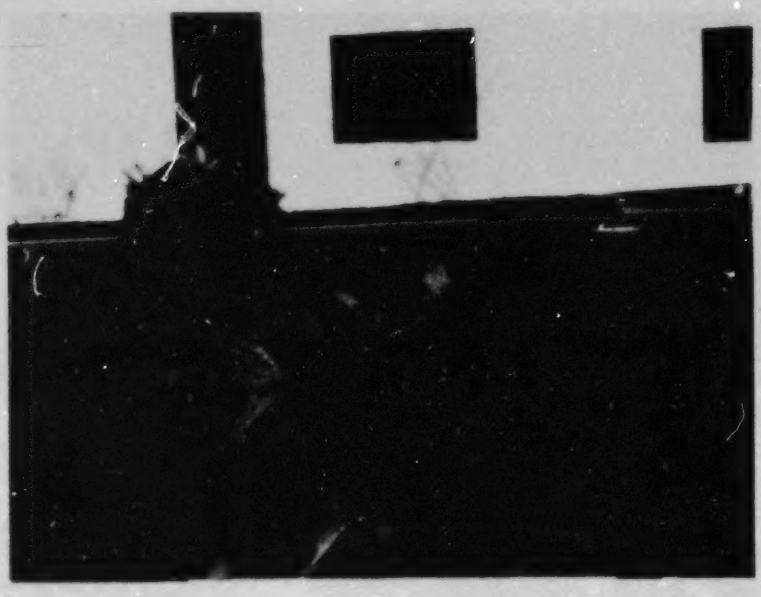
PROJECT NUMBER 35-73-02-1
2nd YEAR BUDGET $21,980.71
GRANT PERIOD 7-1-74 to 6-30-75
GRADE SPAN Pre-School

For Further Information Contact:

Mrs. Lynn Daugherty
825 North Main Street
Piedmont, Missouri 63957

CHILD DEVELOPMENT CENTERS

Two age groups benefit from the Centers, which are located at each of the district's two high schools. The Centers meet the needs of preschool children from the school community as well as the needs of high school students enrolled in psychology (Community Outreach) seminars and home economics child development courses. The older students work at the Centers on a regular basis, under the guidance of professional child development staff.



The Centers' creative, cognitively-oriented program gives the two to five year olds opportunities to grow socially, emotionally, physically, and intellectually in such areas as language, math, science, social studies and thinking concepts.

The program also provides involvement for high school students with opportunities for growth in parenting skills, child development knowledge and experiences, peer support and confidence-building skills, as well as a familiarity with career-related opportunities. Guided by the Center Curriculum, the high school students are required regularly to prepare and present activities.

For one week, at the end of each semester, the secondary students completely "take over" the organization and control of the program at both Centers under observation and evaluation of skills by the professional staff.

PROJECT NUMBER	35-73-03-1
2nd YEAR BUDGET	$47,503.88
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool and 10-12

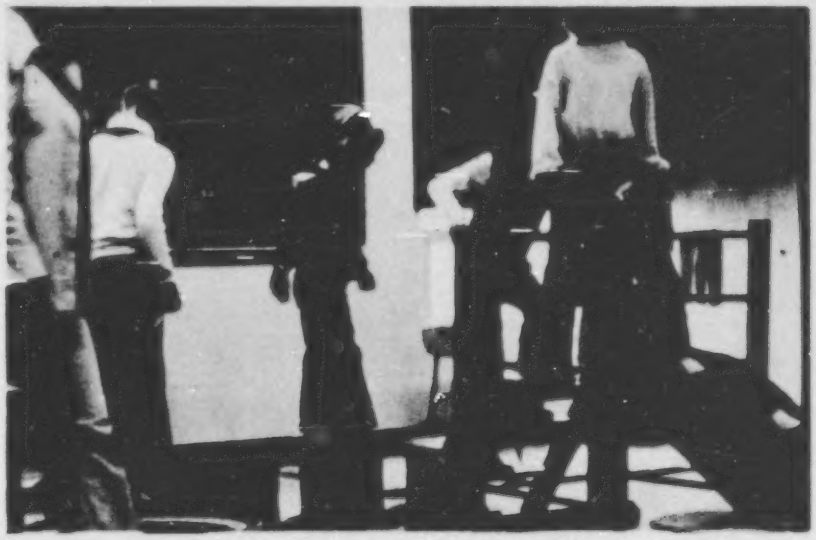
For Further Information Contact:

Ms. Carol Rohlfing, Director
Child Development Centers
655 January Avenue
Ferguson, Missouri 63135

LEARNING DISABILITY LABORATORY PROGRAM

This program is a distinctive team approach at each phase of individualized educational intervention (identification, diagnosis, and remediation). The learning disability teachers at each major elementary center are assisted by grade level teachers, counselors, speech pathologist, nurse, and physical education instructor. A team diagnostic-prescriptive strategy is employed which utilizes a synergistic model of both ability training and task analysis. The team addresses itself to the question of **how** the child learns and his developmental readiness as well as **what** he learns.

The teams' sequential evaluation procedure begins with receptive and developmental skills to ensure adequacy of pre-requisite skills and accuracy of the diagnosis. Five major educationally handicapping conditions are considered: (1) vision and hearing impairments, (2) behavior disorders, (3) developmental delays, (4) specific learning disabilities, and (5) academic deficiencies.



For children having identified needs, the learning lab teachers prescribe individualized educational activities for the home and classroom as well as the lab itself. One full day each week is scheduled for staffings, parent conferences, evaluations, lesson preparations, prescription writing, and professional development.

PROJECT NUMBER	35-73-04-1
2nd YEAR BUDGET	$39,744.00
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	PRE K-6

For Further Information Contact:

Mr. Ben Whited, Director
Learning Disability Program
Route 2
Independence, Missouri 64056

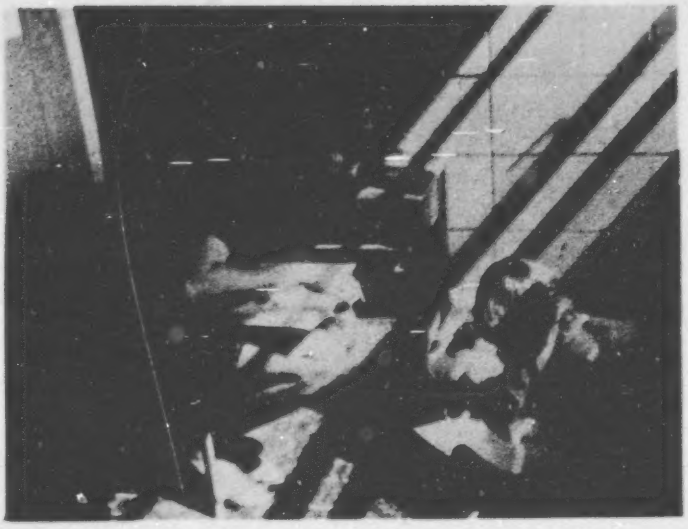
INDIVIDUALIZED INSTRUCTION FOR THE HANDICAPPED

This project provides all elementary teachers the means and materials to personalize instruction for minimally handicapped children who remain in the regular classroom. This is accomplished through the aid of an Educational Resource Teacher (ERT). An ERT is a certified special education teacher who is placed in an elementary building as a regular staff member to provide on-going inservice for and consultation to the building teachers. The process by which minimally handicapped children are identified and served as follows:

1. The teacher provides the ERT a detailed referral.
2. The teacher and ERT begin diagnostic procedures to identify specific learning problems, including testing, observation, and analysis of records.
3. After diagnosis, teacher and ERT plan an appropriate educational program.
4. The teacher implements the program with guidance from ERT.
5. The teacher and ERT provide continuous evaluation and modification when necessary.

Regular staffings enhance and compliment the ERT program. Staffings consist of the building principal, appropriate support personnel, the ERT, and the teacher(s). Also parents are kept closely informed of all procedures so that they will be more knowledgeable and supportive of the programs in which their children participate.

In addition to the ERTs, the project provides summer college credit courses for teachers (Individualizing Instruction) and for parent volunteers (Effective Parent Volunteer Aides.)



PROJECT NUMBER	35-73-05-1
2nd YEAR BUDGET	$35,374.30
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-6

For Further Information Contact:

Dr. Judith L. Cooper
504 North Main
O'Fallon, Missouri 63366

C-6 GOES METRIC

The primary objective of this project is the education of C-6 School District's teachers in the metric system of weights and measures. Workshops, consisting of eight hours of instruction presented in four sessions, are held twice yearly. The instruction encompasses discussion of why the United States needs to adopt this system, the relationship between the metric and English systems and both demonstrations and practical applications of the metric units of length, volume, mass and temperature. Teachers are encouraged to begin using metric instruction in their own classroom using materials and equipment provided by the project.

The project staff and district teachers produced lesson plans for all grade levels as well as curriculum guides for the elementary grades and the various areas of the secondary school, (i.e.) math, science, industrial arts, home economics, and physical education.

Metric instruction is now a required part of the district's educational program.

PROJECT NUMBER	35-73-06-1
2nd YEAR BUDGET	$17,049.28
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

For Further Information Contact:

Mr. C. Nolen Miller
Assistant Superintendent
Consolidated School District Number 6
745 Jeffco Blvd.
Arnold, Mo. 63010

SKILL TRAINING SPECIAL EDUCATION STUDENTS

This project is designed to do one thing, aid special education students in preparing for gainful employment.

The aid comes in three forms: (1) counseling to ascertain the interests of the students and visits to work sites for observations of those interests in action, (2) classroom instruction where the students learn basic knowledge and skills needed in the areas of his interest, such as math for making change, science for reasons of cleanliness, stocking and pricing goods for market or providing customers with information, and (3) advanced vocational training and actual on the job training. Here the student gets more specific and technical training as well as spending time at an actual place of business.

Except for the on the job placements and the site visitations, all training received in this project is at the Area Vocational-Technical School in which the project is housed.

This project has one other area of interest and that is identifying all students in the county qualifying for this project and enrolling at least 75% of them.

For Further Information Contact:

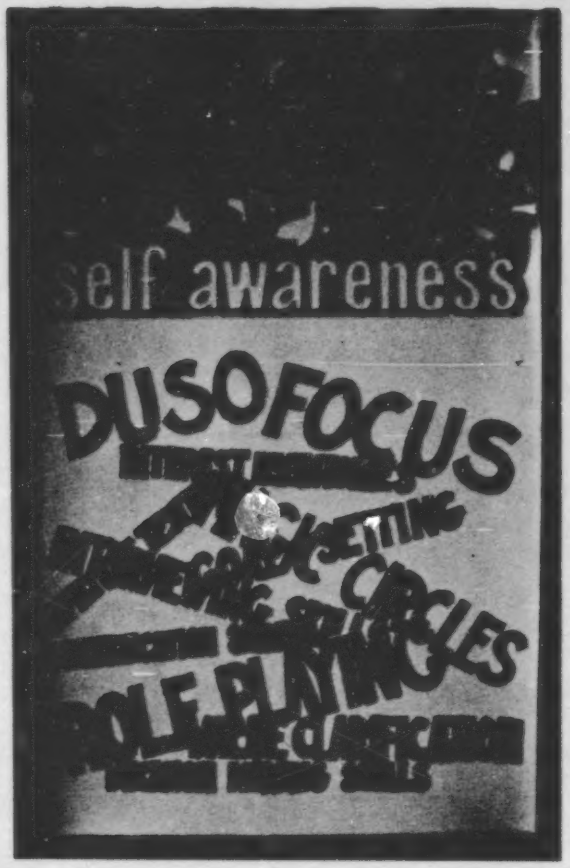
Mr. Robert E. Wilson, Director
Area Vo-Tec School
1515 S. Munn
Maryville, Missouri 64468

PROJECT NUMBER	35-73-07-1
2nd YEAR BUDGET	$3,459.52
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9-12

CAREER EDUCATION PROJECT

This project has produced for teachers and counselors, various types of resource materials to be used in integrating Career Education into the total curriculum. These materials include a Resource Guide for each of the fifteen USOE job clusters, Activity Books containing career activities correlated to the curriculum for each grade level, and a series of Career Awareness games and other Hands-On Activities developed for grades K-6. In addition to these materials, a computer program designed to provide students with occupational information on a wide variety of occupations was instituted. This program is called CECIL (Career Education Computerized Information Letter). To use this program, students fill out an IBM card, either with their counselor or their classroom teacher, requesting the information and receive a personalized letter with detailed information.

Guidance related materials include a Self-Awareness book for elementary counselors and teachers containing self-awareness activities for students. A Career Guidance book is currently being prepared for secondary counselors and will include self-awareness, decision-making, and career planning activities.



PROJECT NUMBER	35-73-08-1
2nd YEAR BUDGET	$49,357.12
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

For Further Information Contact:

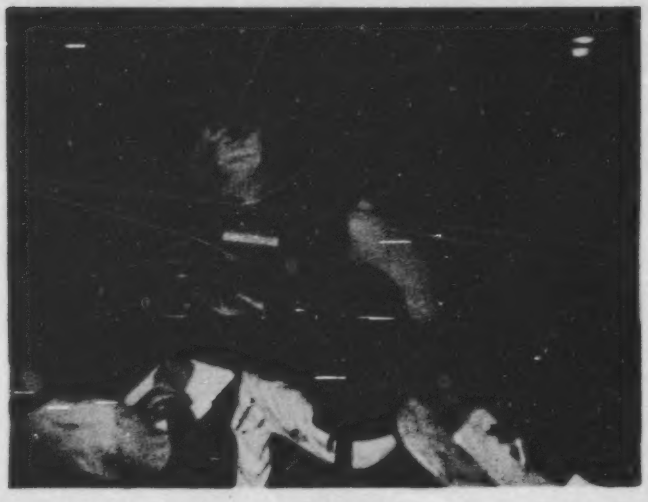
Mr. T. J. Mahan, Director
Career Education Project
3120 Lemay Ferry Road
St. Louis, Missouri 63125

JUNIOR HIGH ASSESSMENT/MINI SCHOOL CENTER

There are four major components to be found in the center project.

The first is registration, testing, and orientation of all new junior high students entering the district.

The second component is mini-classes of eight students each, for the underachieving students who have average, or above-average intelligence. These students are striving to catch up to their peers. There are no behavioral problem students in this group.



The third component is mini-classes of six students each for seriously misbehaving students from the junior high.

The last major component is an accelerated program where two years of credit can be earned in one year and one summer by eligible older eighth grade students. If successful, this student may enter high school at the sophomore level.

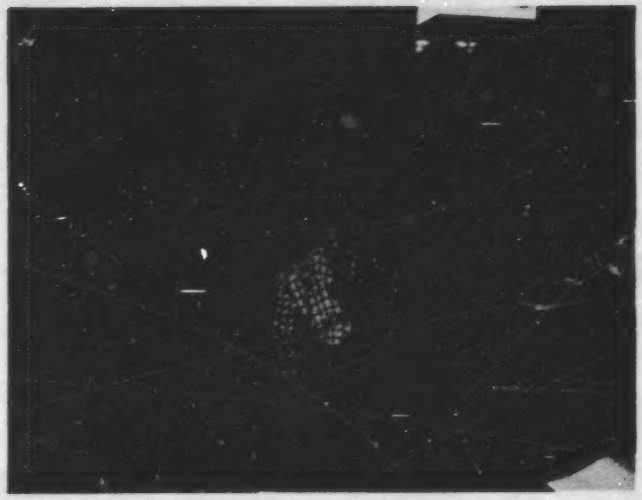
The center works with an average load of sixty to sixty-five students each day in the last three components.

The first component will certainly vary as new students enter the district.

PROJECT NUMBER	35-73-10-1
2nd YEAR BUDGET	$57,885.40
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	7-9

For Further Information Contact:

Mr. Jeff Heverling, Director
Assessment Center
7855 Natural Bridge Road
St. Louis, Missouri 63121



READING EXPANSION AND ENRICHMENT PROGRAM

This program has two major thrusts. The first is to broaden the basal reading program in two ways: 1) by increasing teacher competency in teaching reading skills while teaching other subjects and 2) by diagnosing student problems and prescribing alternative methods for remediation of the particular problem. Workshops are held instructing all teachers on how to use specific teaching skills in reading. A reading specialist gives diagnostic tests to each child who has a difficulty in reading. The specialist

writes a teaching guide for the child. This guide identifies tne specific deficiency or skill level, recommends methods and/or materials for teaching the child, and where the materials may be found. This guide is then implemented by the teacher. The specialist is available for teaching demonstrations if the classroom teachers should feel the need of assistance with particular methods or materials. The specialist works with students with special needs through the summer to prevent the normal summer regression.

The second thrust of the program is to enrich the students reading opportunities by providing them with the service of a qualified librarian operating from a library bookmobile which visits the three elementary schools in the district. The bookmobile librarian conducts a preschool story hour each week with an aim of giving children some language enrichment experiences and encouraging parents to use some pre-reading kinds of activities at home, thereby increasing the preschool child's facility of language and desire to begin reading.

PROJECT NUMBER	35-73-11-1
2nd YEAR BUDGET	$31,126.66
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Pre K-8

For Further Information Contact:
Mr. Gordon Warren, Director
Reading Enrichment Program
Box 8
Auxvasse, Missouri 65231

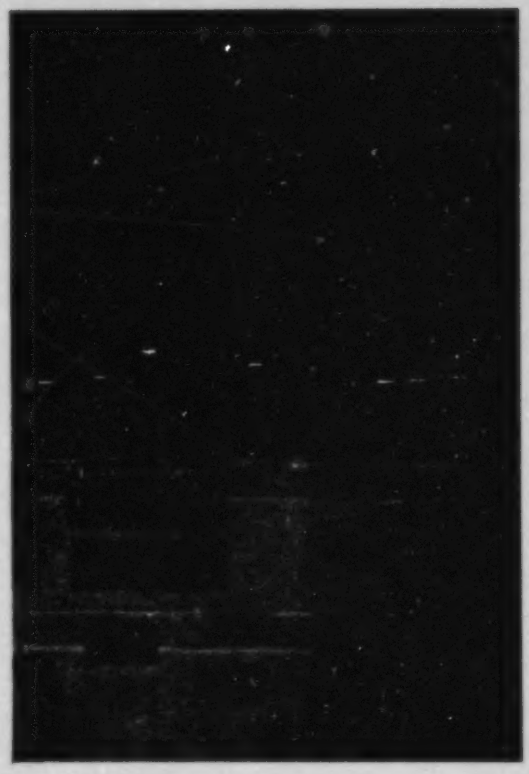
IMPROVING TEACHER SKILLS READING INSTRUCTION

This project seeks to improve the overall reading instruction by improving the effectiveness of the developmental reading instruction and increasing the quantity and quality of the remedial reading instruction. Major activities and strategies of this effort include summer workshops for developmental reading teachers and modification of the role of four new remedial reading teachers. This modified role has placed the remedial reading teacher in the students' home rooms rather than in special classrooms.

Month-long workshops conducted in the summers indicate significant gains in teacher knowledge. Activities instrumental in achieving results were: lectures by experts such as Drs. George Spache, Marlene McCracken, Gladys Stannard, and Evelyn Spache; demonstration teaching by the experts; study and examination of individualized reading materials, review of professional publications on reading and study and application of selected diagnostic reading inventories.

A two-week workshop devoted to writing a Rockwood Reading Guide was also held in the summer. The guide was later revised in a one-week-long workshop. A rough draft was prepared and editing has been completed. It has been printed and distributed to all district teachers.

Project objectives emphasize knowledge and skill increases for teachers, changes in instructional situation (more individualized instruction), use of the reading guide, achievement gains for both developmental and remedial reading students and attitude changes toward reading by students.



PROJECT NUMBER	35-73-12-1
2nd YEAR BUDGET	$59,752.83
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-6

For Further Information Contact:

Mr. Tom J. Krebs, Director
Reading Project
1600 Vandover Road
Fenton, Missouri 63026

INTEGRATED INDIVIDUALIZED CURRICULUM MODEL

This project is designed to pilot the Individually Guided Education (IGE) program in certain elementary school buildings of this district. This program provides instruction in science, mathematics, and social studies to those participating schools.

This project has also encompassed a reading facet in some of the same schools, but using the Verbal Skills Curriculum, a commercial reading program.

Objectives of this program center around training teachers to individualize their instruction and teaching students science, math, social studies, and reading.

Evaluation, thus far, has been relatively inconclusive and changes are expected during the coming year.

PROJECT NUMBER	35-73-13-1
2nd YEAR BUDGET	$59,921.09
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-6

For Further Information Contact:

Mr. David Learman, Director
Individualized Curriculum Project
1916 Elm Street
St. Charles, Missouri 63301

HIGH SCHOOL OF THE ARTS

This program is founded on two major premises. The first is a belief that the arts can provide experiences necessary to humanize and personalize schools. The second is that it is possible to design an effective educational program for this purpose. The general goal of the program is to provide exciting and stimulating experiences for students which involve them in all areas of learning.

A student having participated in this program will be able to relate arts areas to each other, to see relationships between arts and academic areas, and relate all areas of learning to his daily life. He will have had the following opportunities: to produce as well as consume art, to interact and learn from diverse groups of fellow students, to learn from visiting artists, to contribute insight into his academic classes, to visit local cultural and historical resources, to participate in areas of his specific interest, and to learn and better understand cultures other than his own.

For project purposes the arts include music, dance, drama, and all visual arts (i.e.) painting, drawing, film making, photography, sculpture, etc.

One other experience lends itself to this learning and growth. Each student in the High School of The Arts selects their own advisors rather than have them appointed in alphabetical order.

For More Information Contact:

Mr. Tom Lawless, Director
High School of the Arts
725 Kingsland Avenue
University City, Missouri 63130

PROJECT NUMBER	35-73-14-1
2nd YEAR BUDGET	$51,545.60
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	10-12

INDIVIDUALIZATION FOR SUCCESSFUL LEARNING

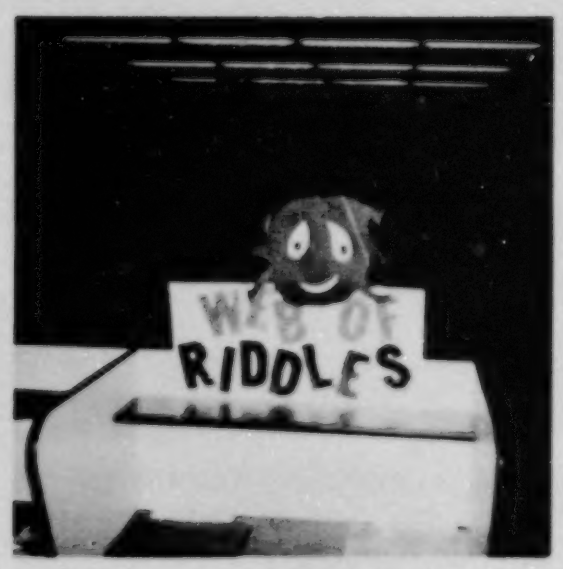
This project has three major facets. The first is an in-service program of training to equip teachers and administrators with the attitudes, skills, and knowledge needed in a successful approach to individualized learning.

The second facet is the expanding pilot program using team teaching, ability grouping, non-gradedness, and independent study.

The third area is working with students in order for them to accept responsibility for their own education and how to plan for it once responsiblity has been accepted.

This project also uses open space concepts where possible and closed circuit television monitoring of teachers to improve instruction.

PROJECT NUMBER	35-73-15-1
2nd YEAR BUDGET	$57,676.23
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-3



For Further Information Contact:

Mr. Tommy R. Black, Director
Title III Project
East Primary School
Waynesville, Missouri 65583

COMPLEMENTARY INSTRUCTIONAL MOTIVATIONAL PROGRAM

Alternatives for management of highly disruptive student classroom behaviors are the emphases of this project. In a low adult-student ratio at elementary and junior high learning centers, certified staff and paraprofessionals use individualized instruction, behavior modification, performance and behavior contracting, cross-age tutoring, small group counseling and parent involvement, to manage such behaviors.

The students spend one-half day in a learning center where instruction is given in reading-English skills, math, and social studies. The other half-day the students spend in regular classes. When the learning center teacher, the parents, and those staff members involved in the referral process agree that the student's disruptive behavior is no longer a problem for the regular classroom, the student is gradually reintegrated on a full day basis.

Staff members have explored some common problems and have written alternatives which work for them with uncooperativeness in the classroom, verbal abuses of students by their peers, refusal to attempt an assignment and students disputing the teacher in front of other students. Along with provisions for alternatives, the staff does place responsibility for his behavior on the student and is consistent in handling classroom management.

PROJECT NUMBER	35-73-16-1
2nd YEAR BUDGET	$59,636.89
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-9

For Further Information Contact:

Mrs. Judy Shook, Director
Title III Program
16 Selma Avenue
Webster Groves, Missouri 63119

Projects Completing First Year of Operations

"Nothing is so good that it cannot be improved;
Nothing is so bad that it cannot become worse."

Horace Mann

IMPROVING SECONDARY READING

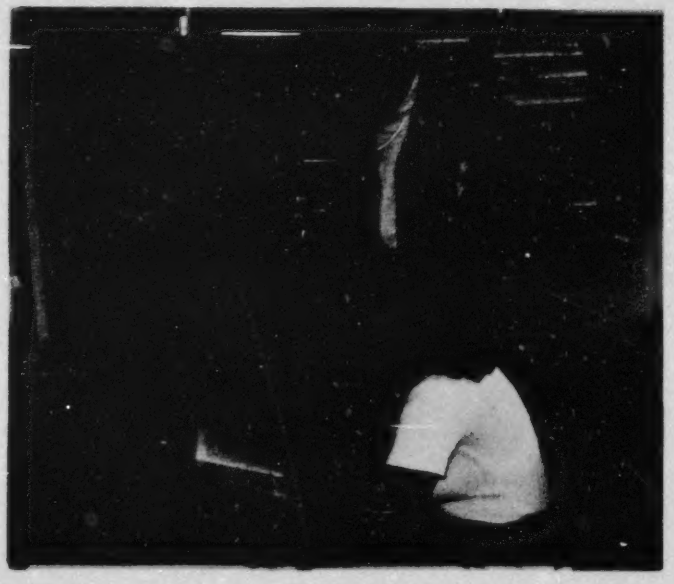
The main purpose of the program is to improve the reading of students in grades 9-12 who are reading one year or more below grade level. To accomplish this, teachers in the areas of English, Social Studies, Science, and Mathematics undertake a year of in-service training in teaching reading in the content area.

A Reading Center was established where teachers in training, under supervision, diagnose, teach, and evaluate small groups of students (5-8) from 1-3 times a week for one year. Progress reports and conferences with recommending teachers and/or counselors are made at least once every 10 weeks. Records are kept on activities of each student each time he is in the center.

Time is spent daily on promoting interest and pleasure in reading and giving students the assurance of meeting success in their tasks.

The teacher training program consists of one hour a week working with the consultant on individual problems, one hour (minimum) teaching in the Reading Center under supervision, and 15 hours summer workshop. Teachers are introduced to diagnostic and evaluative techniques, prescriptive teaching, adjusting materials to needs, acquiring techniques of teaching reading such as levels of questioning and study skills.

Those students in regular classes taught by teachers in training are sub-grouped according to reading level and have from 1-3 periods a week training in study skills, differentiated tasks based on diagnosis, differentiated materials adjusted to their reading level, and differentiated questions.



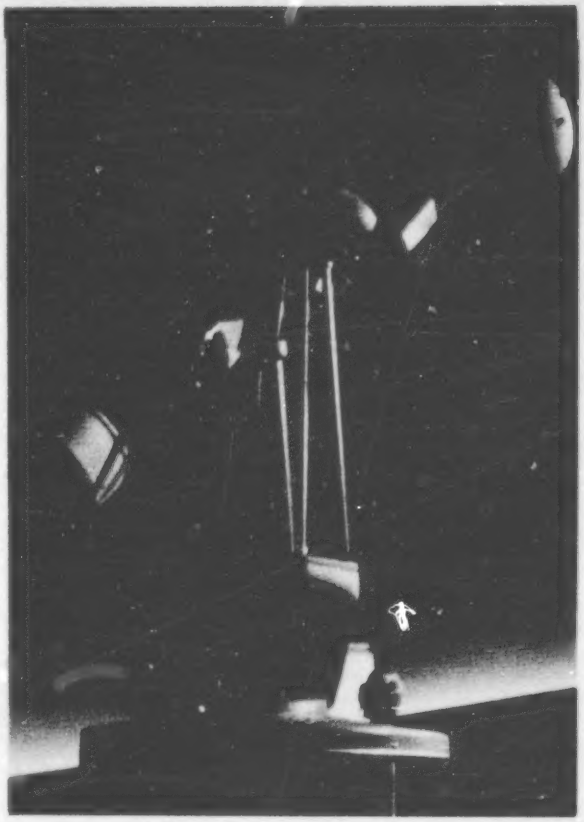
PROJECT NUMBER	35-74-01-0
1st YEAR BUDGET	$36,590.44
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9-12

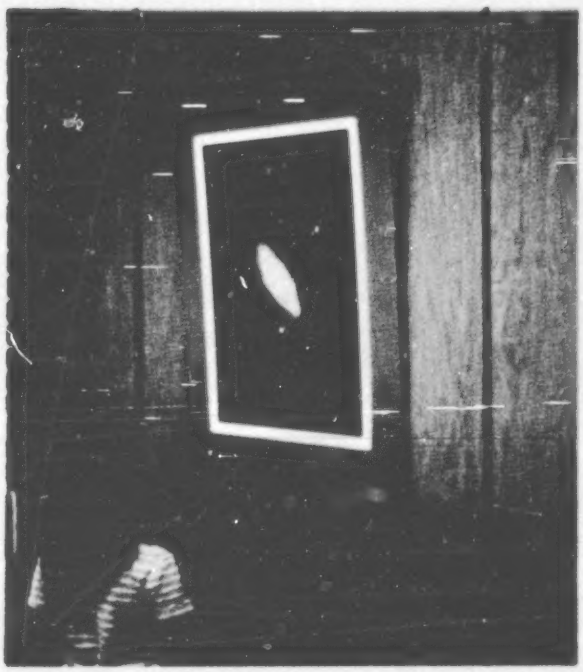
For Further Information Contact:
Dr. Lillian Schippers, Director
8701 Mackenzie Road
St. Louis, Missouri 63123

EARTH AND SPACE SCIENCE CENTER

(On April 1, 1975 work was completed on the 40 foot planetarium chamber and the installation of the latest in planetarium instrumentation. This was accomplished at local expense and the Title III project was designed to support this local endeavor.)

The major thrust of the project is to develop a usable planetarium curriculum guide for K-12 in the areas of social studies and science. During the summer a curriculum writing team composed of elementary and secondary classroom teachers, the chairmen of the district's science and social studies departments, the two planetarium instructors and a consultant in planetarium education, developed a preliminary guide for earth and space science instruction. Classroom teachers are encouraged to use the guide to develop concepts, activities, and evaluation measures related to the earth and space sciences. Students in the elementary and secondary schools will be given an interest survey while others will be tested over material presented both in the classroom and the planetarium. With this information in hand, a revision of the guide will be made with a final revision coming after more experience and work. This final revision will be available to other districts.





The equipment in this planetarium is the only set of its kind in the state of Missouri, and this project aims to make the use of it efficient and effective.

PROJECT NUMBER	35-74-02-0
1st YEAR BUDGET	$37,933.05
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	1-12

For Further Information Contact:

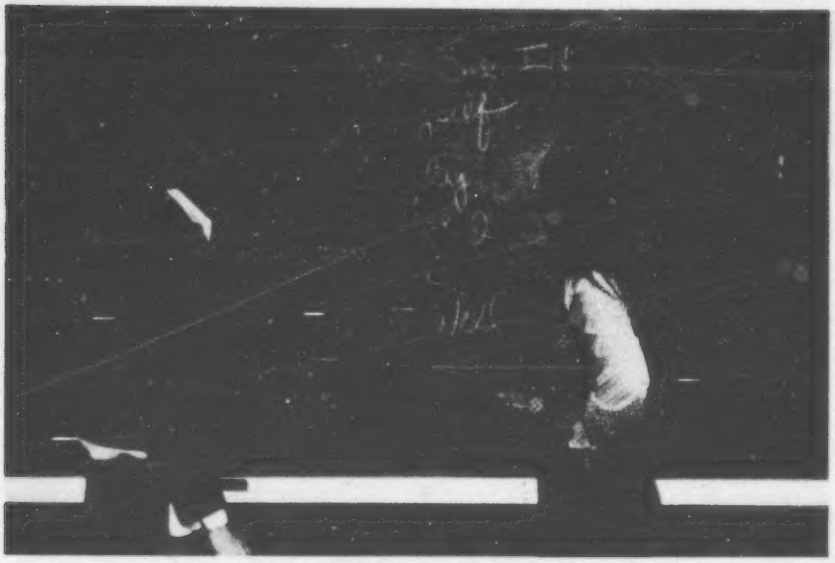
Mr. Rod Burrell, Director
Title III Project
4303 S. Providence
Columbia, Missouri 65201

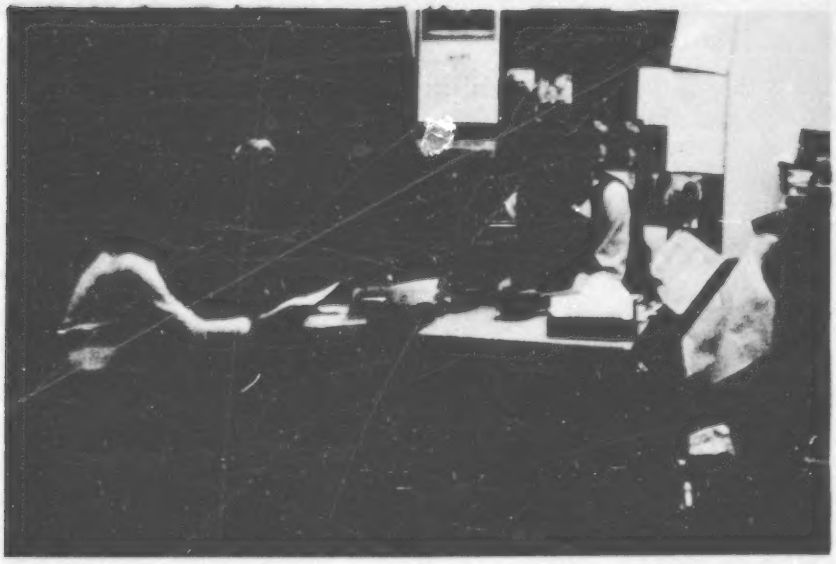
ADVISEMENT

Personalizing the educational experience is the goal of the Ferguson-Florissant school district's Advisement program. The Advisement program creates an ongoing personal interaction between a teacher (advisor) and a student (advisee). The goals of Advisement are a successful goal-oriented educational experience for all students: increased positive home/school communications through active parent involvement in educational planning; improved student decision making and career planning through a process of advisee self-assessment. Advisor responsibilities include: Know each advisee individually.
Assist advisee in planning.
Assist advisee to gain benefit from school program.
Act as go between for student and school.
Maintain liaison with the advisee's home.

Time for Advisement is built into the school's schedule so that advisors and advisees can interact and plan freely on a regular basis.

Advisor training is one of the strengths of this program.





For Further Information Contact:

Mr. Robert J. Cowles, Director
705 Waterford Drive
Florissant, Missouri 63033

PROJECT NUMBER	35-74-03-0
1st YEAR BUDGET	$71,233.58
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9-12

FRANCIS HOWELL SCHOOL DISTRICT

EARLY CHILDHOOD EDUCATIONAL POTENTIAL EQUILIZATION PROJECT

This project is designed to provide educational, diagnostic and consultative services for children who are three and four years of age. The program includes about three hundred (300) children who have been enrolled by their parents for a teacher-directed school situation one-half day per week. The teachers appraise the development of each child and prepare individual learning prescription based on developmental skills in the gross motor, cognitive, fine motor and affective areas. A thorough testing program is in use throughout the year to help pinpoint problem areas.

While the children are participating in this group experience, their parents are involved in a learning session with the early childhood specialist. The parents' learning sessions involve an intensive study in the developmental skill appropriate to children three, four, and five years of age. Parents are given assistance in developing reasonable expectations for their child based upon a comprehensive assessment of the child's current developmental level and ability. Materials are distributed and parents are instructed in their use. After working on the suggested materials, the parents return evaluation forms to the teacher.

In order to facilitate the transition from preschool to the formal school, the teachers will confer with all kindergarten and first grade teachers concerning the progress of each child leaving the program.

Very favorable comments have been received from participating parents and area educators who have visited the project throughout the first year.

PROJECT NUMBER	35-74-04-0
1st YEAR BUDGET	$74,757.50
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool

For Further Information Contact:

Mr. Charles L. Hensley, Director
4525 Central School Road
St. Charles, Missouri 63301

EDUCATION BY OBJECTIVES

The primary purpose of this project is to better meet the needs of individual students. Two aids to the accomplishment of this purpose are the continuous plan of education and the development of staff ability in individualizing instruction.

Working together teacher, student, and community representative delineate priorities in district educational goals and assist in the assessment of educational performance.

Thirty-two teacher-writers, representing every level and area of instruction, have been formed into a task force, given intensive in-service training in writing program and instructional materials and given the task of writing a curriculum guide for the district.

With the formation of an ongoing curriculum committee to aid in the supervision of assessment and development programs as well as be responsible for making recommendations to district administration concerning program improvement, it is hoped that the level of achievement of the students will improve and the teachers can make education relevant to student needs.

PROJECT NUMBER	35-74-05-0
1st YEAR BUDGET	$43,202.00
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

For Further Information Contact:

Mrs. Norrene Farley
1231 South Windsor
Independence, Missouri 64055

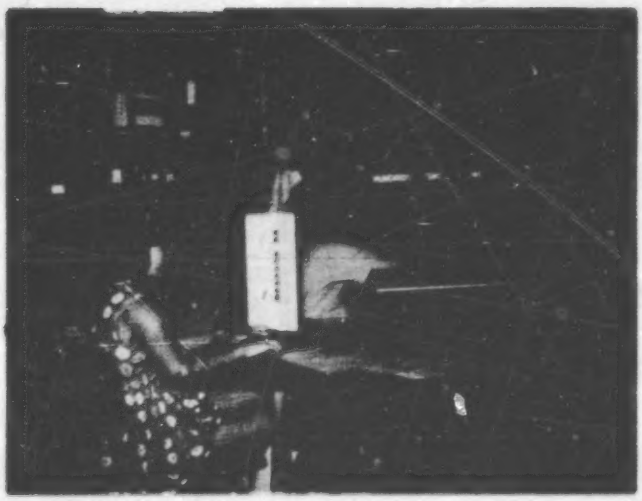
DEVELOPMENTAL LEARNING LABORATORIES

The major functions of the laboratories are the identification of children with learning disabilities and the remediation of those disabilities. The process is as follows:

1. Referrals-by teachers and parents
2. Referrals discussed-by Counselor, Speech Clinician, School Nurse, Remedial Reading Teacher, Learning Disabilities Teachers, and the building Principal.
3. Testing-Appropriate testing is scheduled for each student referred.
4. Final Staffing-compilation of all tests reports, and recommendations of staff. (Students may be referred to an outside agency if staff feels it is needed.)
5. Placement-with parental approval, the student is placed in accordance with recommendations of staff.
6. Remediation-special instruction, use of appropriate multi-media materials, and close monitoring of all placed students K-6th grade.
7. Constant re-screening and re-evaluation as follow-up and altered recommendation when necessary.

There are two laboratories and a sub-station within the district. Students are transported to one of the laboratories whenever they are placed there and it is not in their home building.

Closer cooperation among the support personnel and between the support personnel and the classroom teacher is also a function of this project.



PROJECT NUMBER	35-74-06-0
1st YEAR BUDGET	$34,992.62
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-6

For Further Information Contact:

Mr. Howard Alexander, Director
221 South Oklahoma
Jackson, Missouri 63755

HOME START PROGRAM

The Home Start Program is a program for three and four year olds. The purpose is to focus on the child's self development through a process of working with the parents.

Weekly sessions are conducted in the homes with groups of four or five children and their parents. Lessons are presented to the children by the teacher while being observed by the parents, who in turn participate with the teacher in a group conference session in order to establish the strategies for implementation with their children during the week. Areas that are developed deal with basic information, coordination, discrimination, memory, language, concept formation, and socialization skills.

Children who evidence weaknesses in any one of the above areas also receive an individual home session to work with that specific weakness. Again the parent will receive instruction for the follow-up activities to be conducted during the following week.

As a result, the parent has the main task of providing the daily experiences for the child so that better continuity for learning is maintained.

PROJECT NUMBER	35-74-07-0
1st YEAR BUDGET	$53,775.21
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool

For Further Information Contact:

Dr. Ralph Husing, Director
2300 Shannon Avenue
Jennings, Missouri 63136

A SELF-DISCOVERY APPROACH TO MATHEMATICS

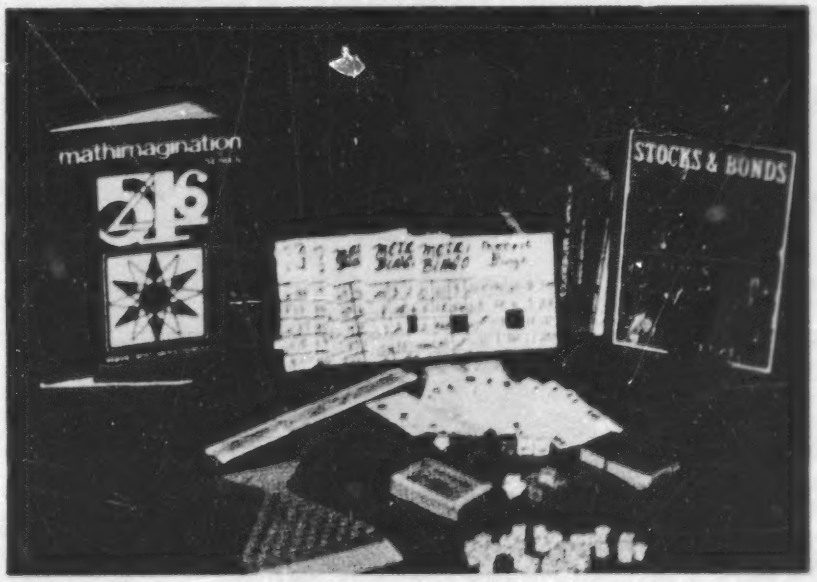
This program centers around individualizing instruction by using teacher-written, single lesson sheets which encourage the students to make certain discoveries in mathematics.

In September over 600 freshmen students attended a mini-course written by the mathematics faculty. At the end of that three week course, students were placed in classes according to their interests and needs. Flexibility in scheduling has allowed them to be transferred to different courses throughout the year, again, assignments being based on individual interests and needs.

This first year the major thrust of the program has been toward the general mathematics section, but the pre-algebra and algebra sections have also used single sheets for enrichment and reinforcement.

The second summer the teachers will hold a curriculum session in July where they will revise and rewrite material used and write new material for the next school year.

The second year will be directed toward courses that follow the freshman level. A second year course will be written for those students who are not pursuing the traditional college prep curriculum. Single enrichment sheets will be written for the upper levels of the traditional courses also.

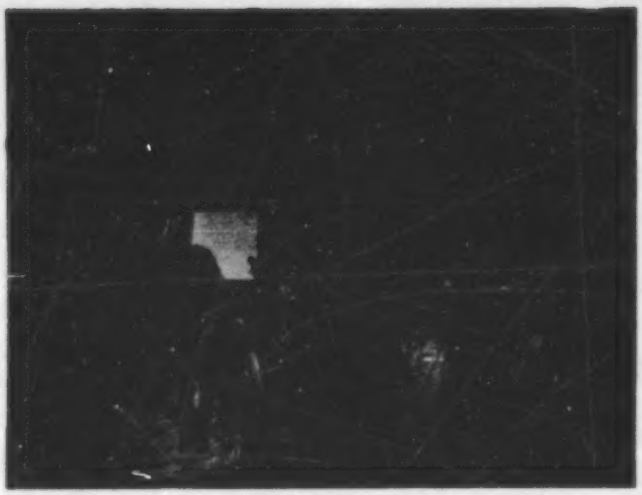


PROJECT NUMBER	35-74-08-0
1st YEAR BUDGET	$52,619.90
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	9

For Further Information Contact:

Mrs. Clarabel Julian, Director
Mathematics Project
3500 East Meyer Blvd.
Kansas City, Missouri 64123

INDIVIDUALIZED MATHEMATICS SYSTEMS



Mathematics is an area of knowledge and manipulation requiring a precise sequencing of skill and concept development. At every phase of learning certain practices and perceptions must be developed before proceeding to a higher level of learning. Since children grow, acquire skills, and develop concepts at different rates and ages, a learning program allowing students to progress at their own rate is most desirable. The purpose, therefore, of this project is to implement an individualized mathematics program in the Liberty School District.

To accomplish this goal, materials suitable for individualizing have been provided. These materials consist of about 6,000 separate laminated pages which teach these skills by employing concrete, pictorial, and abstract presentations. All materials have been made visually appealing to children and are color-coded by topic to simplify filing. Groups of pages relating to each objective are placed together in skill folders and these are filed on a specially constructed rolling cart that can be moved from classroom to classroom.

The program utilizes all areas of learning: individual, peer help, and seminars conducted by teachers, all of which may be going on at the same time in a classroom.

Other thrusts of this project are to help teachers improve in the skill areas needed to individualize instruction and to improve the attitude of students toward mathematics.

GRANT NUMBER	35-74-09-0
1st YEAR BUDGET	$41,262.42
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	3-7

For Further Information Contact:

Mr. Manley Vance, Director
IMS Project
14 South Main
Liberty, Missouri 64068

IMPROVED COMMUNICATIONS DEVELOPMENT PROGRAM

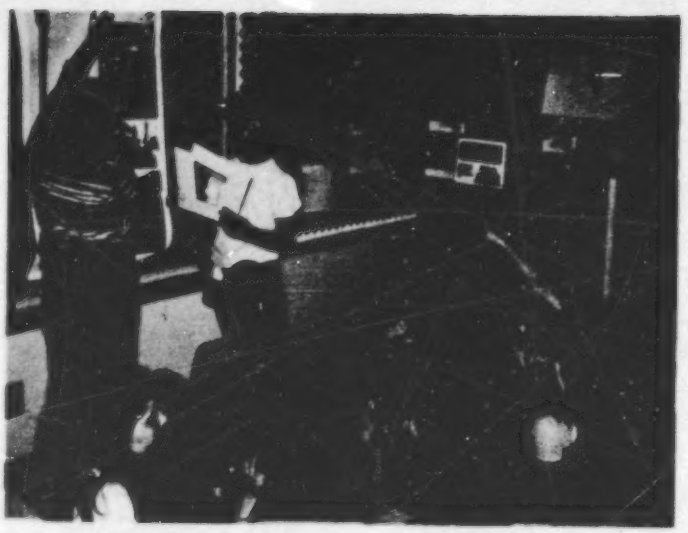
This program is a language arts program for the elementary school.

The over-riding objective of this project may best be characterized by this motto: Communications-Bridges to Understanding.

Speaking, listening, and writing are the major components of this new curriculum approach. During the first year, a continuum has been developed for all levels, kindergarten through sixth grade. Sixty objectives have been formulated at each level with a minimum of five activities to support each objective. The participating teacher individualizes the instruction so that every student is taken as far as possible along the continuum.

PROJECT NUMBER	35-74-10-0
1st YEAR BUDGET	$71,456.12
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-6

For Further Information Contact:
Mr. David Detering, Director
Improved Communications Project
7539 Manchester Road
Maplewood, Missouri 63143

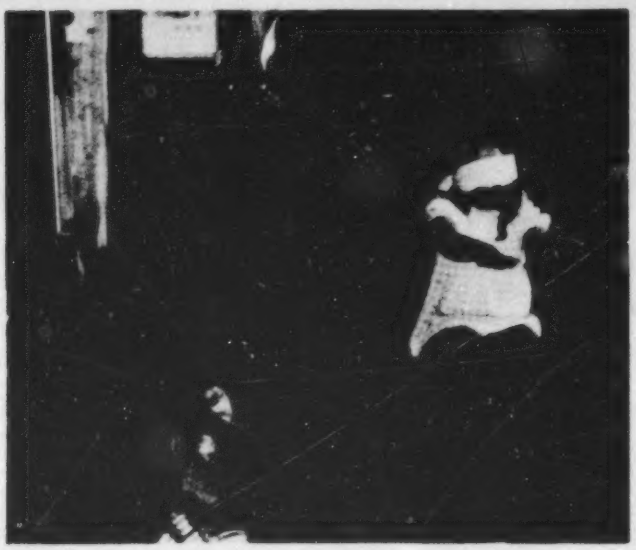


PARENT AND CHILD ENRICHMENT (PACE) PROJECT

The PACE project is an innovative program designed to improve family communication and enrich the quality of family life. The basic idea behind the project is to assist children in the elementary schools, grades 4-6, to better understand some of the problems in the family setting. Project students have been given assistance in the understanding of the communications process so that a more beneficial interaction level between child and parent may be reached.
reached.

The program also involved parents in parent education courses to assist in developing a better understanding of their children and their children's behavior. Courses, both day and evening, are offered in "Discipline," "Child Psychology," "Family Communications," "You, Your Child, and School," and "Problems of the Single Parent." The PACE program operates through existing parent groups such as PTAs and Mothers' Clubs now active in the district. The parental point of view has been given thorough consideration throughout the development of this project.

The PACE program uses novel and innovative approaches to some of those problems commonly referred to as the "communication gap" or the "generation gap" between parents and their children. Hopefully, this project will make a contribution in this very important area of family communications and be a step on the road to solving the problems therein.



For Further Information Contact:
Mrs. Barbara Finn, Director
PACE Project
3120 Lemay Ferry Road
St. Louis, Missouri 63125

PROJECT NUMBER	35-74-11-0
1st YEAR BUDGET	$65,150.68
GRANT PERIOD	7-14-74 to 6-30-75
GRADE SPAN	4-6

CAREER EDUCATION

Career Education in the Mexico Junior High School is keyed to an active involvement of students, teachers, and community. It is not a replacement of any existing curricula. The one basic thrust of Career Education is to make the classroom the learning center for all phases of life, relating the "Three R's" to the outside world of work and allow students to explore the many careers available to them.

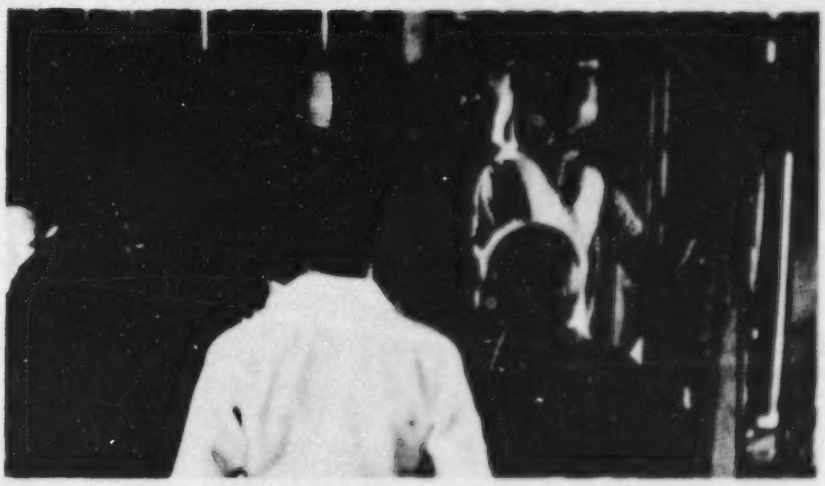
The most unique activity implemented within the exploration program is the advisor-advisee sessions. These "circle discussions" provide students with the opportunity to explore interests, to develop a strong self-awareness, and to relate to others on a personal basis. Experience with this activity has shown that students develop meaningful communication about common concerns in the junior high school. This activity has established a framework in which each student has the opportunity to work closely with some faculty member who is concerned with the personal aspects of the students' personal-educational experiences.

This project attempts to establish alternatives, through an in-depth study of interests, aptitudes, abilities, and needs, in relation to lifestyle choices. It is the beginning effort at the necessary training to provide skills relevant to the students' future mode of life.

For Futher Information Contact:

Mr. Glenn L. Wheeler, Director
Career Education Project
920 S. Jefferson
Mexico, Missouri 65265

PROJECT NUMBER	35-74-12-0
1st YEAR BUDGET	$26,662.29
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	7-9

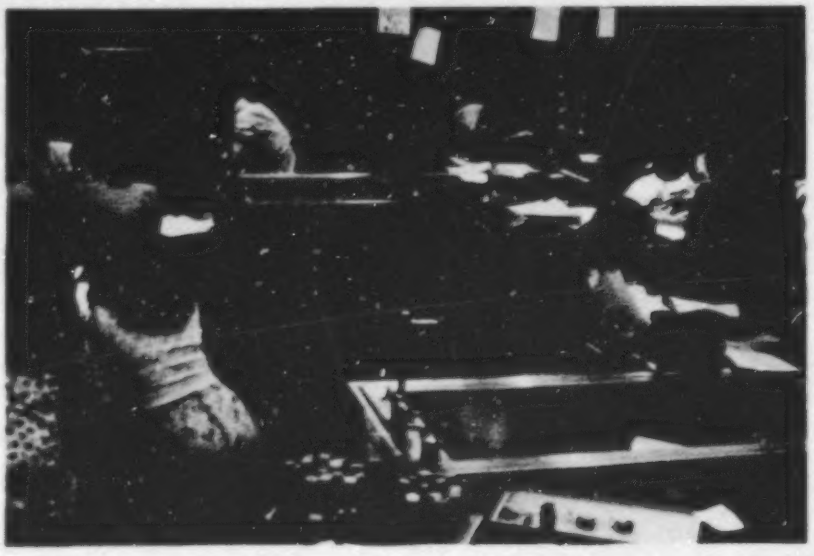


A CONTINUOUS PROGRESS SCIENCE CURRICULUM (CPSC)

The purpose of this project is to design and implement the curricular and classroom components which will permit continuous progress in science at participating schools.

A six week workshop was held for the purpose of identifying concepts and writing behavioral objectives and matched test items for courses in Biology, Chemistry, Physics, and Earth Science. These materials were field tested and written evaluations by students indicate a high level of consistency between concept, objective, and test item.

Another workshop will be held for the purpose of organizing Learning Activity Packets (LAPs) which will provide the matched activities for each objective. The LAPs will act as the curricular vehicle for the "continuous progress." This is not a "programmed learning" or "independent study" approach, although some aspects of these are present. The LAP states objectives, activities, basic readings and directions on where to get materials and also enrichment or "excursion" activities. Through this type of management there will be more opportunities for teachers to contact students who are having learning difficulties and give direct help when the student needs it. It also permits students who are not having difficulties the opportunity to move ahead. Thus, it will be possible for students to complete General Biology, for example, in less time than the normal nine month academic year, and then move into Chemistry, Biology minicourses, Physics, or Earth Science. This will give many students the opportunity to take more science courses than normally possible in a 3-year senior high school program.



For Further Information Contact:

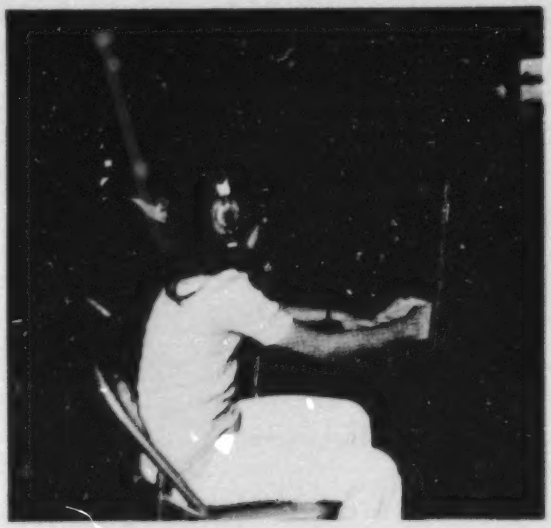
Dr. James Garrison, Director
Continuous Science Curriculum
455 North Woods Mill Road
Chesterfield, Missouri 63017

PROJECT NUMBER	35-74-13-0
1st YEAR BUDGET	$71,400.12
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	10-12

PATTONVILLE INDIVIDUAL INSTRUCTION CENTER

This project is attempting to study the application of an audio-support mathematics program to children with reading handicaps. The project first serves as a demonstration model for the training of teachers in the development and application of individual program learning techniques.

Secondly, it serves as a method of instructing students having difficulty with the traditional printed curriculum.



This first year the project has supported in-service seminars for introducing teachers to the concept of individualized programmed instruction both semesters of the school year. During the second semester the project has also carried an advanced seminar for teachers who participated in the first seminar and for those who have taken college course work in the area of individualizing instruction. The programs consisted of speakers from the New Century Corporation, producers of the Math Lab used in the project, and other speakers from various programs and universities. Also, each participant has worked on a learning packet which is being prepared for dissemination during a second period of the grant.

The project has also included the operation of a 24-station learning laboratory working with children who are reading disabled, using a multi-media mode on basic mathematics skills. Evaluation of first year activities is now in process and should be available for dissemination in the very near future.

PROJECT NUMBER	35-74-14-0
1st YEAR BUDGET	$32,536.67
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	7 & 8

For Further Information Contact:

Dr. Marlin K. Jackoway, Director
Pattonville Instructional Center
115 Harding Avenue
Maryland Heights, Missouri 63043

CAREER EDUCATION PROJECT

This program consists of four components: (1) Career Awareness K-6, (2) Career Orientation and Exploration 7-9, (3) Decision Making, Preparation and Placement 10-12, and (4) Self Awareness K-12.

Career Awareness themes are stressed in K-6 to help students acquire a knowledge of a wide range of activities that make up the everyday world outside the classroom. The cluster approach is used with each grade paying special attention to two clusters, so that each student will become aware of all clusters during their elementary career.

During grades 7-9, students explore occupational clusters through field trips and resource speakers. A concentrated effort of exploring one occupation is made during the ninth grade by making it possible for each student to have a one day job experience "shadowing" a person in the occupation of his choice.

Resource speaker and field trips are continued into high school. A mini-course in job-seeking skills is offered to all seniors. Actual work experience in their chosen occupational field is made available to upper grade students as well as the job placement service.

Items developed for use in the program the past year include (1) a fusion model guide developed by thirty teachers during a two week summer workshop, (2) a cluster approach awareness guide developed by the elementary teachers during after-school grade level meetings, (3) a resource booklet developed by parents and teachers, and (4) a monthly newsletter composed of Career Education items that can be shared among schools.

PROJECT NUMBER	35-74-15-0
1st YEAR BUDGET	$65,945.38
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-12

For Further Information Contact:

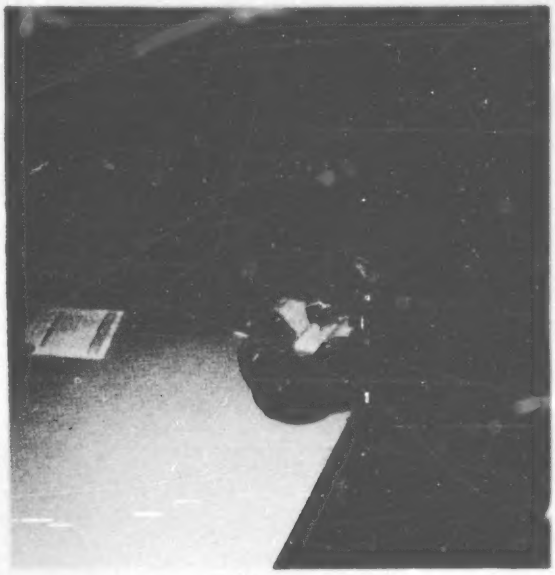
Mrs. Robelene Webb, Director
Career Education Project
8th and Cedar
Rolla, Missouri 65401

INDIVIDUALIZED MATHEMATICS PROGRAM

IMP is the combination of the Cuisinaire Program used in K, 1, and 2 and an adaptation of the Columbia, Missouri Conceptually oriented Math Program (COMP) used in grades 3 through 8.

The IMP program is individualized instruction to each student covering 10 broad concepts on 25 levels of complexity. The 10 concepts are Sets, Numerals, Order, Addition, Subtraction, Multiplication, Division, Function-Graphs, Geometry, and Measurement. This math program is diagnostic, prescriptive, and remedial. It is a managing system with each student studying on his own level progressing at his own rate.

Placement tests are given to determine the weakness and the strengths of each pupil and to determine the level he is to begin to receive instruction. After the work on this level has been mastered, a post test is issued and must be passed with 85% proficiency before the student can advance to the next level.



Profile charts of individuals are kept to show the results of the placement and post tests. IMP is a flexible program. No grades are given in elementary math. A special grading system showing the level the child is studying, the desired level, and whether he is doing poor, average, or good work is used.

IMP stimulates creativity in the classroom and discourages rote learning. IMP is keyed to learning tapes and filmstrips as well as textbooks. The teacher is a classroom manager rather than a lecturer.

This math program recognizes individual differences and adheres to the learning needs of each child. This comes from each student working at a level with his individual capabilities and without pressure or competition from fellow students. The success each pupil experiences at his level of learning is ample motivation for continued effort to progress.

For Further Information Contact:
Ms. Thelma McCray, DIRECTOR
Individualized Math Program
Tri-County R-VII School District
Jamesport, Missouri 64648

PROJECT NUMBER	35-74-16-0
1st YEAR BUDGET	$33,290.31
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	K-8

EARLY IDENTIFICATION FOR LEARNING STIMULATION

This program offers services to every parent of a three or four year old child under the combined auspices of Title III, ESEA and "House Bill 474."

The services include assessment of the child's developmental skills using a screening test battery and weekly parent activity packets. For the parents of children identified as having the greatest needs, home visits by teachers of one hour each week and the opportunity for the child to attend a class for three hours each week are provided. Monthly parent seminars focusing on common concerns of early childhood growth and development are also a part of the project as is help with referrals when a more comprehensive evaluation seems to be needed. An emphasis is to provide resources so that each parent can take a more active role in his/her child's early learning. Approximately six hundred families participated in the project during the first year. Sixty families received home visits.

The screening battery acquaints the parents with the following developmental areas and the child's approximate performance level in each: visual/motor, gross motor, language, and cognitive.

Thirty packets at each of two levels were developed containing activities designed to (1) be used in the homes, (2) introduce and reinforce language concepts, and (3) provide opportunities for growth in each of the cited developmental areas. A third level of activity packets for the parents of gifted children will be completed during the second year of this project.

The staff, including three teachers, four aides, a secretary, and a director feel that it is important to identify children with special needs early so that there is time to work with the parents in helping them implement carefully planned personalized programs to help their children meet with success in building crucial preacademic skills.

PROJECT NUMBER	35-74-17-0
1st YEAR BUDGET	$47,907.89
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	Preschool

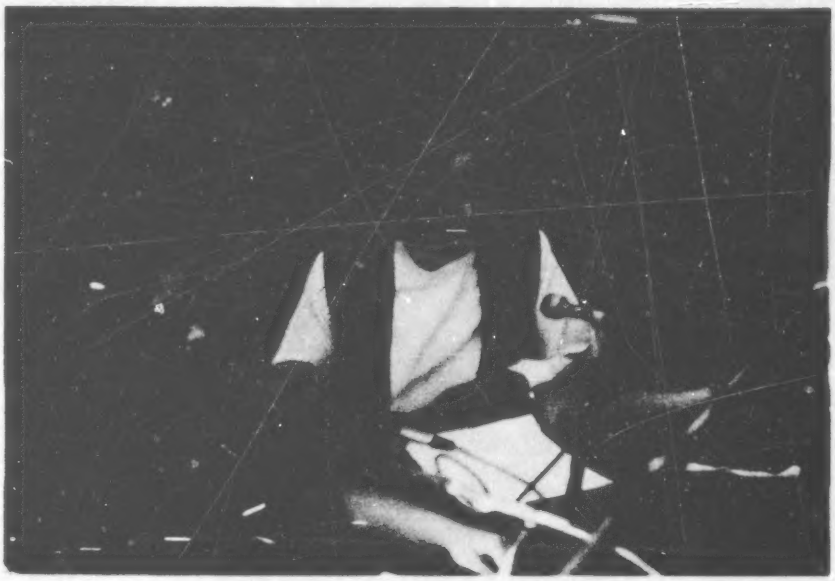
For Further Information Contact:

Ms. Alice Coffmann, Director
Title III Project
Flynn Park Elementary
University City, Missouri 63130

TAPES AND TECHNIQUES FOR UNDERACHIEVERS

One of the three major goals of this project is the production of audio materials for use by students with learning difficulties in learning teams.

During the year, participating teachers and 72 students in the target group have been working with the project staff to prepare and produce tape scripts from curriculum materials in four content areas: language arts, social studies, science, and mathematics. Student recording teams rehearse the scripts and then record them at KCMW-FM, the Central Missouri State University radio station. Participating teachers and project staff take the finished version of the programs and add study guides, work sheets, and other printed and visual materials. Then students in the target group work with classroom teachers and with one another in student teams to pilot techniques for using the TnT material most effectively.



The second-year goal of the project is the production of TnT learning packets (a combination of tape programs and library resource units) for each month in the school year for each of the four content areas in grades six, seven, and eight.

Work on the audio materials during the year also stimulated progress toward the other major goals of the project, articulation of curriculum between elementary and junior high school teachers, and in-service training of content area teachers in the teaching of reading, listening, and vocabulary development skills.

PROJECT NUMBER	35-74-I8-0
1st YEAR BUDGET	$52,184.27
GRANT PERIOD	7-1-74 to 6-30-75
GRADE SPAN	6-8

For Further Information Contact:

Mrs. Bonna Del Fisher, Director
Project TnT
Warrensburg High School
Warrensburg, Missouri 64093

Beginning Projects

"The beginning is half of the whole."

Plato

On July 1, 1975, the following 14 projects began operating under Title III, ESEA. This brief description is aimed only at acquainting the reader with very general information on the objectives of the projects and the area of concentration.

BERKELEY SCHOOL DISTRICT — Project LAMP

Language Arts Mastery Prescription is designed to develop teacher competencies in three broad conceptual areas related to teaching: (1) human relations skills, (2) behavioral skills, and (3) content knowledge.

Objectives expect secondary students to gain in reading and teachers to gain in knowledge of teaching strategies.

Project LAMP will serve the Berkeley Junior and Senior High Schools and a non-public school within the district.

CAMDENTON SCHOOL DISTRICT — Cybernetic Science Career Oriented Curriculum (CISCO)

A Cybernetic Instructional Science Career Oriented curriculum proposed to implement an instructional system that would permit individualization for junior high science students.

Objectives show an intention to bring up to "mastery level" all science students in junior high, increase the students' positive attitude towards science, and increase knowledge of career application to science interests.

CISCO will serve the Camdenton Junior High School.

COLUMBIA SCHOOL DISTRICT — Environmental Education Program

The purpose of this program is to use outdoor land in the Columbia area to provide students with the opportunity to become more involved with the natural environment through a series of planned learning experiences.

The objectives describe the making of teaching units and the improvement of student learning in the area of environmental studies.

This program will cover grades 5, 6, and 7 of the Columbia School District and the inclusive non-public schools.

DIVISION OF YOUTH SERVICES — Project VITAL

Vocations Identify Talents As Livelihood, VITAL, is designed as an exemplary program for institutions combining two essential ingredients, vocational evaluation and community involvement, with existing pre-vocational program for adjudicated delinquent youth.

Objectives include screening and diagnosing of all students, setting up of work stations in the communities, and improved follow-up procedures for "graduates."

VITAL will serve the campuses of Girls Training School at Chillicothe, the Boys Training School at Boonville, and the Youth Center at Poplar Bluff.

FERGUSON SCHOOL DISTRICT — Staff Development System

This project has two major goals: (1) to insure continuous educational program renewal and (2) to have an individualized self-improvement program specifically designed for each teacher.

Objectives point to an improvement in teachers' knowledge, teaching skills, or attitudes and the setting up of a development center.

This project will serve the Ferguson School District and attendant non-public schools.

INDEPENDENCE SCHOOL DISTRICT — Secondary Reinforcement of Fundamental Skills

The purpose of this program is to improve, through in-service training, certificated staff and develop materials that will meet the academic needs of the secondary remedial student.

The objectives mention in-service staff development sessions in reading, communication, and basic math.

This project will serve the Independence School District and the non-public schools in its boundaries.

JENNINGS SCHOOL DISTRICT — Project CARE (Counselors Are Reaching Everyone)

The purpose of this project is to improve communication between teachers and students, assist students in developing a greater sense of self-awareness and aid students in making reasonable and suitable academic and career selections.

The objectives speak to career awareness in all students, in-service training for counselors and bus drivers, and counseling workshops for teachers.

This project will serve the Jennings School District and its area non-public schools.

KANSAS CITY SCHOOL DISTRICT — Multi-Media Approach to Instruction

The purpose of this program is one of helping children learn by informing teachers what is available in media, helping teachers to find or manufacture usable media, and directing some teachers into the 20th century and a world of change.

The objectives aim at forming a media team, the team aiding teachers and the teachers using what they learn to help children.

This project will serve the Kansas City School District and the non-public schools contained therein.

LEE'S SUMMIT SCHOOL DISTRICT — Increasing Team Teaching Competency For Problem Learners

The purpose of this project is to modify the instructional program, prepare the system for flexibility, and retrain teachers to provide tolerance and acceptance in the regular classroom setting of children with a broad range of individual differences.

The objectives include training a director to conduct workshops and training teachers in a variety of skills and attitudes.

This project will serve Lee's Summit District and the included non-public schools.

MONTGOMERY COUNTY SCHOOL DISTRICT — Comprehensive Instruction Through Media

This project is designed to provide a variety of needed services to a geographically isolated area. These services include summer library services, home based preschool, and in-service training for the staff.

The objectives include provisions for preschool children to improve their readiness for school, an increase in media utilization by the staff, and utilization of mobile media center by in-school youth.

This project will serve the Montgomery County R-II School District.

MOUNTAIN GROVE SCHOOL DISTRICT — Curriculum Improvement Project

The Curriculum Improvement Project was designed to broaden the typical language arts program into a total communications program by focusing on more accurate individualized instruction and providing a more challenging program for accelerated students.

The objectives speak to developing sequential skills in reading and speaking, in-service workshop for teachers on communications, and improvement of student attitudes.

This project will serve the Mountain Grove School District.

NORTH KANSAS CITY SCHOOL DISTRICT — Language For Everyone Project

This project will attempt to get an increasing number of non-college bound students to enroll in and enjoy foreign language classes. Activities will include learning about the foreign culture, simulation games, and many media presentations.

Objectives aim at increasing enrollment of foreign language classes, improving the foreign language classes, and development of a multi-media approach to such classes.

This project will serve the North Kansas City School District and its attendant non-public schools.

ROLLA SCHOOL DISTRICT — Contemporary Science Curriculum Project

The purpose of this project is to develop a consumer type science curriculum for approximately 60 low ability students who now receive little or no benefit from traditional science courses and who definitely need some basic science knowledge to survive in today's market place.

The objectives speak to the student learning to be a better consumer by learning generic purchasing of drugs, detergents, and nutrition. Also the student will learn safety of common household chemicals and will learn common fabrics and their core.

This project will serve the Rolla School District.

UNIVERSITY CITY SCHOOL DISTRICT — Analytic Language Development Program

This project is aimed at the four elementary schools in the district with the lowest achievement scores in reading. The project proposes to provide a solid foundation in vocabulary skills for children and an extensive frame of reference in an analytic language construct for the teachers.

The objectives point to teacher workshops, student improvements and parent participation.

This project will serve the four elementary public schools mentioned before plus one non-public school in close proximity to those four.